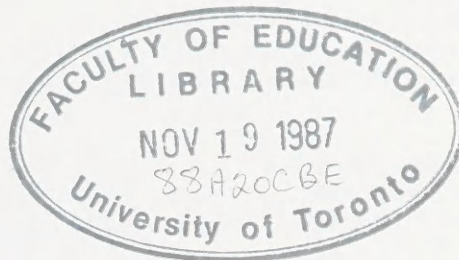


CLASSICAL CIVILIZATION

1987

to Academic Course



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Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the many persons who participated in the development and validation of the classical civilization OAC.

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The ministry also wishes to express its appreciation to the Ontario Classical Association for the particular contribution it made to the development of this guideline.

Illustrations

Front cover
Left: Silver tetradrachm, Syracuse, Sicily (480-470 B.C.), head of Arethusa (reverse). Courtesy of Royal Ontario Museum, Toronto.
Right: Bronze sestertius of Lucius Verus (A.D. 161-169), galley (reverse). Courtesy of Royal Ontario Museum, Toronto.

Page 1
Left: Bronze sestertius of Lucius Verus (A.D. 161-169). Courtesy of Royal Ontario Museum, Toronto.
Right: Sestertius of Marcus Aurelius commemorating his late wife Faustina II (A.D. 161-180). Courtesy of Royal Ontario Museum, Toronto.

Page 2
Left: Dupondius of Claudius (A.D. 41-54). Courtesy of Royal Ontario Museum, Toronto.
Right: Greek vase (mid-fifth century B.C.).

Page 4
Capital of column from the Temple of Artemis, Ephesus.

Contents

Introduction	2
Aims	2
Course Format	3
Teaching Strategies	4
Evaluation of Student Achievement	5
Exceptional Students	6



Introduction

This curriculum guideline outlines the requirements for the Ontario Academic Course (OAC) Classical Civilization. Knowledge of Latin or Greek is not a prerequisite for the course; selected ancient texts will be studied in translation. Separate OACs in Latin and Greek have their own curriculum guidelines.

This course may be used to meet the Senior Division social science credit requirement for an Ontario Secondary School Diploma. A minimum of 110 hours of instruction is required for one credit. An advanced-level Senior Division English course is a prerequisite for students taking this OAC.

The field of classical civilization is broad. Its study embraces ancient Greek and Roman philosophy, history, literature, art, archaeology, religion, political science, etymology, and urban geography. A course encompassing these disciplines will increase the students' knowledge and understanding of the classical world and its contributions to Western society. It will also enhance the students' understanding of the traditions and

values of their own society. In addition, study of the lexical influences of Greek and Latin on the English language can help students to develop their knowledge of English and their language skills.

A course in classical civilization provides access to the classical world through the study of both literary and material remains, sources that are extremely rich and varied. Classical literary works have survived, for the most part, because they are of universal and enduring significance.

This course stresses thinking and writing and focuses on aspects of human experience and values. By combining the content, methods, and skills of different disciplines, it expands the students' understanding of their world and provides a foundation for further studies in the humanities.

In this multidisciplinary field, the subject teacher and the teacher-librarian should plan together to facilitate resource-based learning.

2

Aims

Students in this course are expected to:

- acquire a knowledge and an understanding of Graeco-Roman civilization;
- become familiar with some significant texts and major monuments of the classical world;
- evaluate the ideas, achievements, and material culture of the Greeks and Romans;
- gain some understanding of the classical heritage of the West;
- examine the cultural context of their own values;
- benefit from social, moral, intellectual, and cultural development;
- develop imagination and creativity;
- develop skills for selecting, locating, and using appropriate sources of information;
- develop skills in the critical examination of primary evidence, both written and non-written;
- develop techniques of inquiry suited to the different disciplines introduced in the course;
- express effectively (both orally and in writing) a carefully considered argument.



Course Format

An OAC in classical civilization shall consist of at least three units; these units shall be selected from two or more areas of study. Units will vary in length depending on the number chosen.

The course shall include the examination of a significant body of ancient texts (in translation) in their historical and cultural context.

The units shall be drawn from the following six areas of study:

- i) literature: a study of Greek and Roman authors in translation, illustrating a genre, period, or theme;
- ii) philosophy: a study of texts illustrating the nature of philosophical enquiry and the development and influence of ancient philosophical thought;
- iii) art and archaeology: an examination of individual works of art of the period or a study of a particular art form; a study of archaeologi-

cal methods; an examination of the history and topography of major sites;

- iv) history: an examination, through primary sources wherever possible, of a great historian, a historical movement or period, or the methods of ancient historians;
- v) ancient society: an analysis of ancient society as revealed through literary and material remains;
- vi) etymology and culture: a study of the contribution of Greek and Latin to the English language. (As more students enrol in French immersion programs, teachers may be able to extend this area of study to include the influence of Greek and Latin on French.)

The units selected shall be studied at a depth and standard appropriate to an Ontario Academic Course.

Course Units

This course is designed to provide a wide range of choice. Some suggestions for course units are offered below. Teachers, however, are free to develop other units within the six areas of study.

i) literature:

- Greek tragedy
- Greek and Roman epic
- ancient comedy
- Roman satire
- poetry of the Augustan age
- the themes of love and friendship
- the treatment of myth in literature

ii) philosophy:

- pre-Socratic philosophers
- Socrates
- Plato
- Seneca
- Stoicism
- the concept of justice

iii) art and archaeology:

- public and private architecture of the Greek and Roman worlds
- the science of archaeology (pioneers and techniques)

- Greek and Roman art (painting and sculpture)
- major Greek and Roman sites

iv) history:

- Herodotus
- Tacitus
- fifth-century Athens
- the Augustan Age
- Alexander the Great
- the Julio-Claudians

v) ancient society:

- mystery religions
- state cults
- slavery
- the status of women
- law
- daily life
- urban geography and town planning

vi) etymology and culture:

- general patterns of semantic change
- the cultural content and significance of language
- the position of Greek and Latin in the Indo-European language group
- the contribution of Greek and Latin to the historical development of English
- the etymology of English words derived from Greek and Latin

Note: To avoid giving students a series of random examples, teachers can select for study words connected with a particular subject. It would then be possible to relate this area of study more closely to the rest of the course. A unit on philosophy, for example, could be combined with the study of the origins of important philosophical terms.

Teaching Strategies

4 Learning is a dynamic process. Teaching strategies should seek to expand and enhance the students' thinking and planning skills. An OAC in classical civilization should require students to take increased responsibility for their learning. They should learn to make judicious decisions in choosing sources, planning their work, accumulating and sifting information, evaluating their evidence, and presenting and defending particular points of view.

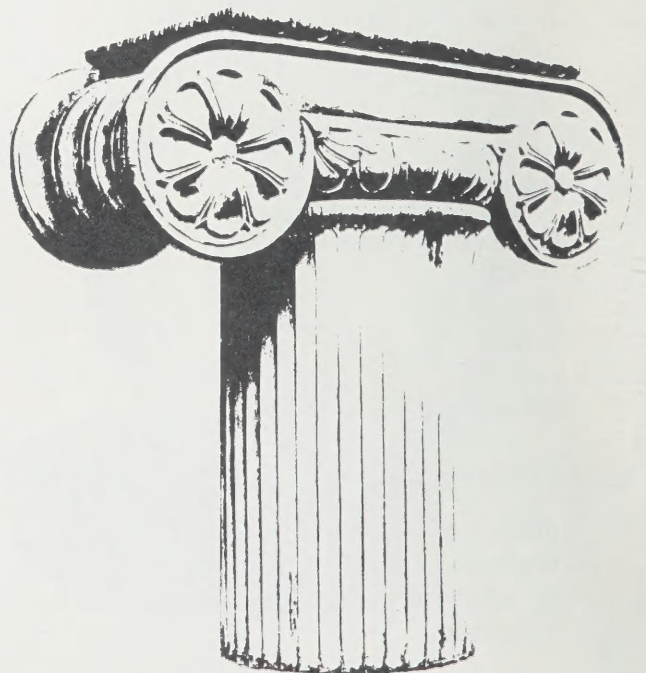
A variety of approaches to the presentation of the material should be employed. No one method should predominate, nor should an undue amount of class time be spent on one approach. A selection of the following teaching strategies may be used:

- presentations by the teacher or guest speakers
- presentation of materials by the teacher-librarian
- audio-visual presentations (films, slides, audio tapes, videotapes, and recordings)
- field trips to museums, archaeological sites, art galleries, or stage productions
- the assignment of content and comprehension questions, including small research projects
- the assignment of questions designed to develop observation skills

Possible learning activities include:

- individual or group research followed by class presentations
- reading assignments
- analysis of slides and replicas
- discussions (specific and general)

- essays (analytical, comparative, or discursive)
- research projects with written reports
- seminar presentations and panel discussions
- visual projects such as maps, charts, drawings, and models
- individual oral reports
- debates
- recitations and dramatizations
- creative projects (written or artistic work based on classical models)
- comparative studies of parallels between ancient and modern music, art, literature, philosophy, religion, and town planning
- independent study



Evaluation of Student Achievement

Teachers should use a wide variety of evaluation methods in assessing student achievement. Accurate and conscientious assessment is essential to ensure that the standards appropriate to an OAC are maintained. Policies and procedures for evaluation shall be outlined and explained to the class at the beginning of the course.

Each student shall be required to:

- a) write at least one examination;
- b) write an essay of between 1200 and 2000 words that demonstrates an ability to develop a position, select and evaluate evidence, and write effectively. As an alternative, the teacher may require two essays of between 800 and 1500 words each.

Evaluation of student achievement should be based on some form of activity that occurs after a unit of work has been completed, as well as on ongoing work. This evaluation may take a number of forms: a seminar presentation of a major issue, a short paper, a unit test, a classroom discussion, a debate, or a dramatization. In this way evaluation becomes an integral part of the course, rather than an appendix to it. This method of evaluation supports the aims of the course since, besides testing the student's knowledge of classical civilization, it also assesses his or her progress in developing good judgement, analytical ability, and communication skills.

The evaluation of a student's performance in this course shall occur in the following proportions, in order to permit assessment as frequently and by as many methods as possible:

<i>Written examination(s):</i>	30-50 %
<i>Term work:</i>	70-50 %

If evaluation is to support the learning process, it must reflect the academic aims of the course as described above. It should provide students with an opportunity not only to prove that they are mastering the course content but also to display progress in the application of reading, writing, and speaking skills and in the ability to analyse, synthesize, and evaluate. Not all the desired aims are readily measurable by objective criteria. Teachers will need to develop specific course objectives designed to facilitate their assessment of students' progress.

Such objectives may include the following:

- identifying the contributions of the classical world to Western society
- recognizing values and perspectives embodied in the course material
- analysing the literary, historical, social, philosophical, or archaeological context of a designated topic
- analysing reciprocal influences between literature and other elements of culture
- comparing ancient and modern points of view on literary and cultural issues
- correlating evidence of different types (e.g., pictorial and literary)
- identifying themes, ideas, and concepts in selected works of literature and art
- stating and defending a point of view in oral and written form
- becoming more articulate in written and spoken English

In evaluating individual or group assignments, teachers should take into account:

- the thoroughness and accuracy of the students' work
- the clarity of thought exhibited
- the degree of understanding of the underlying issues, principles, and concepts
- the effectiveness of the presentation
- the quality of the English language skills

In setting assignments and planning evaluation techniques, teachers should bear in mind the following fundamental considerations:

- a) Topics assigned for individual or group work should be restricted in number and clearly defined. Topics requiring research should be planned with the teacher-librarian.
- b) Assignments in this course should give students the opportunity not only to gather information about the ancient world but also to develop their skills of analysis, synthesis, and evaluation – skills that have a wide-ranging application in the modern world.
- c) Assignments must evolve from resources available to the students and should be commensurate with the research skills that may reasonably be expected of students pursuing OAC studies.

6

Hearing-impaired students should be provided with a program that focuses on reading and writing skills; expectations in listening and speaking should be restricted to those that are reasonable for the individual student. Teachers should assist these students by adapting their classroom procedures. For example, they may need to:

- encourage these students to ask for clarification;
- check their comprehension more often than that of other students;
- enunciate clearly, allowing for speech reading;
- provide more written reinforcement;
- arrange for and use hearing-aid equipment;
- provide special seating arrangements.

Gifted students should be challenged, while meeting the standard expectations of the OAC, to:

- exercise the higher thinking skills by selecting assignments and questions that involve summary, analysis, and critical discussion;

- The evaluation of gifted students should be based on the same standards as those applied to other students taking the OAC in classical civilization. Their marks should reward them for the successful completion of more challenging work.

Appropriate adaptations for other exceptionalities should be made to meet individual needs. School and board staff experienced in this area can be called on for assistance.